

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: W. G. Sanders Middle School

District: Richland County School District One

Principal: Andrenna A. Smith

Superintendent: Dr. Percy Mack

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

School's Demographic Information: History

The doors of W. G. Sanders Middle School were first opened in September, 1961, when 525 students were transferred from W. A. Perry Junior High School to what was then Fairwold Junior High School. Fairwold Junior High School was renamed as W. G. Sanders Middle School in 1984 in honor of William Guy Sanders who served as principal for 20 years.

W. G. Sanders Middle School houses grades 6-8 and serves a current population of 434. Classes are scheduled on a modified block with 70 minutes for language arts, mathematics, science and social studies. Two 45-minute blocks are scheduled daily for related arts classes. Gifted students are served by Programs for the Academically and Creatively Talented, and students with exceptional mathematic capabilities are served by the MEGSSS Program. Special education students are served by 6 special service classes including LD-resource (2 classes), LD-self contained (2 classes), EMD-self contained (1 class) and TMD-self contained (1 class). There are 65 staff members which includes one principal, 1 assistant principal, 1 dean of students, two guidance counselors, a curriculum resource teacher, a media specialist and an ISS coordinator.

The ethnic composition, which has been consistent for the past 5 years, is 99% African-American, .3% White and .7% Hispanic. The number of students receiving free lunch has increased from 65% in 2001 to 90% in 2007. The number of students receiving special education services has increased from 9% in 2001 to 18% in 2007. From 2001-2007 an average of 4.3% of the students are older than usual for their grade. During the same time period, the attendance rate has been at an average of 97.4% and the retention rate has been at an average of 2.3%.

W. G. Sanders Middle School's first Absolute Index Rating of "Unsatisfactory" was a result of the 2004-2005 test results. The present principal was appointed at the beginning of the 2005-2006 school year. Since that appointment, two years ago, the school has made the expected benchmark gain of a 0.2 index. In addition, the 2007 Annual Yearly Progress (AYP) results indicate that the school met 16 of the 17 objectives. This is an increase from the 2006 AYP of 9/17 and from the 2005 AYP of 9/17.

For the 2007-2008 school year, the school is expected to make a minimum of 0.1 index in order to meet its expected progress. In order to make this gain, we will need to move 27 students from one level to the next without having any students to drop to a lower level. This number was calculated based on the current enrollment as of October, 2007. This number will be updated at the beginning of the 2008-2009 school year.

Table 1: School's Demographic Information: School Profile (Students, Teachers, School)
- 2007 Annual School Report Card -

| | W. G. Sanders Middle School | Change from 2006 School Year | Middle Schools with Students Like Ours | Median Middle School |
|--|--|---|---|---------------------------------|
| Students (n=476) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 18.1% | Up from 13.6% | 12.5% | 18.2% |
| Retention rate | 3.4% | Up from 1.3% | 4.9% | 2.2% |
| Attendance rate | 97.2% | Up from 95.9% | 95.3% | 95.7% |
| Eligible for gifted and talented | 11.3% | Down from 12.4% | 7.7% | 14.6% |
| With disabilities other than speech | 12.5% | Down from 14.0% | 13.6% | 11.7% |
| Older than usual for grade | 3.2% | Down from 4.2% | 3.7% | 2.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.6% | Down from 2.6% | 0.7% | 0.7% |
| Annual dropout rate | 0% | No change | 0% | 0% |
| Teachers (n=44) | | | | |
| Teachers with advanced degrees | 61.4% | Down from 63% | 51.5% | 53.6% |
| Continuing contract teachers | 63.6% | | 63.6% | 73.3% |
| Teachers with emergency or provisional certificates | 7.9% | Down from 10% | 10% | 5% |
| Teachers returning from previous year | 82.1% | Down from 86.9% | 76.4% | 83.3% |
| Teacher attendance rate | 95.4% | Up from 93.7% | 95.7% | 95.1% |
| Average teacher salary | \$45,518 | Up 2% | \$41,815 | \$43,485 |
| Prof. development days/teacher | 11.4 days | Down from 14.7 days | 12.6 days | 12.4 days |
| School | | | | |
| Principal's years at school | 2 | Up from 1 | 2 | 3 |
| Student-teacher ratio in core subjects | 18.0 to 1 | Up from 13.7 to 1 | 18.4 to 1 | 20.5 to 1 |
| Prime instructional time | 91.1% | Up from 87.9% | 88.2% | 89.3% |
| Opportunities in the arts | Excellent | No change | Good | Good |
| SACS accreditation | Yes | No change | Yes | Yes |
| Parents attending conferences | 100% | Up from 92.7% | 97.7% | 97.7% |
| Character development | Excellent | No change | Good | Good |
| Dollars spent per pupil | \$8,336 | Up 6.0% | \$7,729 | \$6,602 |
| Percent of expenditures for instruction | 72.1% | Down from 72.2% | 62% | 64.8% |
| Percent of expenditures for teacher salaries | 65.4% | Down from 66.5% | 56.1% | 60% |

**Table 2: School's Demographic Information: Population Diversity
(Performance of Student Groups)
- 2007 Annual School Report Card -**

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Profi- cient | % Ad- vanced | School % Proficient and Advanced | Dist. % Proficient and Advanced | Sate % Proficient and Advanced | Performance Objective Met | Participation Objective Met |
|--|---|-------------|---------------------|-------------|-------------------|-----------------|---|--|---|---------------------------------|-----------------------------------|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | | | |
| All Students | 478 | 99.8 | 46.6 | 40.8 | 11.2 | 1.5 | 19.4 | 39.0 | 46.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 239 | 99.6 | 57.4 | 36.6 | 5 | 1 | 8.4 | 32.5 | 40.1 | N/A | N/A |
| Female | 239 | 100 | 36.2 | 44.8 | 17.1 | 1.9 | 30.0 | 45.3 | 53.8 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 9 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 72.6 | 58.7 | I/S | I/S |
| African American | 467 | 99.8 | 46.5 | 41.2 | 11.4 | 1 | 19.3 | 30.5 | 30.3 | Yes | Yes |
| Hispanic | 2 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 41.3 | 35.7 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 68 | 98.5 | 73.6 | 18.9 | 3.8 | 3.8 | 13.2 | 12.6 | 15.9 | Yes | Yes |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 388 | 99.7 | 49.8 | 39.6 | 9.3 | 1.2 | 17.1 | 28.9 | 32.3 | Yes | Yes |
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | | | |
| All Students | 478 | 100 | 44.8 | 42.9 | 8.7 | 3.6 | 20.6 | 28.9 | 32.3 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 239 | 100 | 46.8 | 40.9 | 7.9 | 4.4 | 19.7 | 28.9 | 32.3 | N/A | N/A |
| Female | 239 | 100 | 42.9 | 44.8 | 9.5 | 2.9 | 21.4 | 28.9 | 32.3 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 9 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 28.9 | 32.3 | I/S | I/S |
| African American | 467 | 100 | 44.7 | 43.2 | 8.9 | 3.2 | 20.5 | 28.9 | 32.3 | Yes | Yes |
| Hispanic | 2 | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | 28.9 | 32.3 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 68 | 100 | 75.9 | 16.7 | 3.7 | 3.7 | 13 | 28.9 | 32.3 | No | Yes |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 388 | 100 | 46.4 | 43.1 | 7.2 | 3.3 | 18 | 28.9 | 32.3 | Yes | Yes |

Table 3: School's 2008 Performance Index (PI) and Increase Needed to Meet AYP
(Subject and Subgroup)

| AYP Subgroup | English/Language Arts | | | Mathematics | | |
|------------------|-----------------------|-----------------------------|--------------------|-------------|-----------------------------|--------------------|
| | PI 2007 | PI Increase Needed for 2008 | PI Needed for 2008 | PI 2007 | PI Increase Needed for 2008 | PI Needed for 2008 |
| All Students | 65.9 | 4.9 | 70.8 | 69.4 | 4.4 | 73.8 |
| Male | 59.5 | 5.8 | 65.3 | 69.2 | 4.4 | 73.6 |
| Female | 72.0 | 4.0 | 76.0 | 69.6 | 4.3 | 73.9 |
| African-American | 65.8 | 4.9 | 70.7 | 69.6 | 4.3 | 73.9 |
| Disabled | 48.1 | 7.4 | 55.5 | 53.2 | 6.7 | 59.9 |
| Not Disabled | 68.5 | 4.5 | 73.0 | 71.9 | 4.0 | 75.9 |
| Non-Migrant | 65.9 | 4.9 | 70.8 | 69.4 | 4.4 | 73.8 |
| Non-LEP | 65.8 | 4.9 | 70.7 | 69.3 | 4.4 | 73.7 |
| Subsidized Meals | 64.2 | 5.1 | 69.3 | 68.4 | 4.5 | 72.9 |
| Full-Pay Meals | 73.1 | 3.8 | 76.9 | 73.7 | 3.8 | 77.5 |

Table 4: School's Three Year Test Data: PACT (With District Comparison)

| Component | 2005 | | 2006 | | 2007 | |
|-----------------------------|--------|----------|--------|----------|--------|----------|
| | School | District | School | District | School | District |
| Absolute Index | 2.2 | 2.9 | 2.2 | 2.5 | 2.4 | |
| Absolute Rating | U | A | U | B | U | B |
| PACT: ELA % Below Basic | 49 | 37 | 56 | 39 | 46.6 | 38 |
| PACT: ELA % Basic | 41 | 41 | 36 | 40 | 40.8 | 40 |
| PACT: ELA % Proficient | 9 | 17 | 8 | 17 | 11.2 | 18 |
| PACT: ELA % Advanced | 1 | 5 | 0.4 | 4 | 1.5 | 4 |
| PACT: Math % Below Basic | 54 | 40 | 58 | 40 | 44.8 | 39 |
| PACT: Math % Basic | 35 | 37 | 31 | 39 | 42.9 | 40 |
| PACT: Math % Proficient | 9 | 15 | 8 | 12 | 8.7 | 13 |
| PACT: Math % Advanced | 3 | 9 | 3 | 9 | 3.6 | 9 |
| PACT: Science % Below Basic | 65 | 52 | 67 | 56 | 56.6 | 47 |
| PACT: Science % Basic | 26 | 30 | 24 | 27 | 26.3 | 29 |
| PACT: Science % Proficient | 5 | 9 | 7 | 8 | 9.3 | 12 |
| PACT: Science % Advanced | 4 | 9 | 3 | 9 | 7.8 | 12 |
| PACT: SS % Below Basic | 68 | 47 | 60 | 45 | 50.9 | 39 |
| PACT: SS % Basic | 27 | 34 | 33 | 34 | 36.2 | 39 |
| PACT: SS % Proficient | 4 | 10 | 5 | 9 | 7.5 | 10 |
| PACT: SS % Advanced | 2 | 9 | 2 | 11 | 5.4 | 13 |

Green highlights indicate a 2007 increase in this category.

Red highlights indicate a 2007 decrease in this category.

Table 5: School 3-Year PACT Longitudinal Data (Math and ELA)

| Component | 2003 6 th | 2004 7 th | 2005 8 th | | 2004 6 th | 2005 7 th | 2006 8 th | | 2005 6 th | 2006 7 th | 2007 8 th | | 2006 6 th | 2007 7 th | 2008 8 th |
|-----------|-------------------------|-------------------------|-------------------------|--|-------------------------|-------------------------|-------------------------|--|-------------------------|-------------------------|-------------------------|--|-------------------------|-------------------------|-------------------------|
| ELA %B&A | 63 | 58 | 58 | | 45 | 55 | 42 | | 39 | 49 | 54 | | 43 | 48 | TBD |
| ELA %P&A | 23 | 15 | 16 | | 10 | 4 | 5 | | 10 | 10 | 10 | | 10 | 14 | TBD |
| Math %B&A | 63 | 47 | 42 | | 54 | 40 | 30 | | 56 | 46 | 41 | | 52 | 61 | TBD |
| Math %P&A | 25 | 17 | 9 | | 15 | 9 | 4 | | 18 | 13 | 4 | | 17 | 15 | TBD |

Green highlights indicate a one year increase in this category.

Red highlights indicate a one year decrease in this category.

Table 6: School's Three Year Test Data: EOC

| Component | 2005 | 2006 | 2007 |
|-----------|------|------|------|
| Algebra I | 72 | 73 | 69 |

Red highlights indicate a 2007 decrease in this category.

Table 7: School's 2007 – 2008 Absolute ELA and Math Index

(Using all students enrolled by the 45th day and those remaining on the 135th day)

| 6 th Grade | | | | | | |
|-----------------------------------|--------------------|--------------------|--------|-----------------|---------------|-------------------|
| | 1 Below Basic 1 | 2 Below Basic 2 | 3 B | 4 Proficient | 5 Advanced | Absolute Index |
| ELA | 22 | 14 | 54 | 15 | 1 | 2.6 |
| Math | 18 | 29 | 51 | 7 | 2 | 2.5 |
| 7 th Grade | | | | | | |
| ELA | 42 | 23 | 63 | 14 | 4 | 2.4 |
| Math | 26 | 31 | 65 | 15 | 9 | 2.7 |
| 8 th Grade | | | | | | |
| ELA | 44 | 22 | 56 | 21 | 0 | 2.4 |
| Math | 19 | 34 | 70 | 14 | 7 | 2.7 |
| 6 th – 8 th | | | | | | |
| ELA | 108 | 59 | 173 | 50 | 5 | 2.5 |
| Math | 63 | 94 | 186 | 36 | 18 | 2.6 |

Table 8: 2008 Spring MAP Data

| ELA | | | | | | | Math | | | | | |
|------------------------|------|------|-------|------|-----|--|------------------------|------|------|-------|------|-----|
| Grade/ Gender | BB 1 | BB 2 | Basic | Prof | Adv | | Grade/ Gender | BB 1 | BB 2 | Basic | Prof | Adv |
| 6 th Male | 13 | 6 | 6 | 2 | 0 | | 6 th Male | 11 | 9 | 18 | 4 | 1 |
| 6 th Female | 6 | 11 | 12 | 3 | 0 | | 6 th Female | 6 | 8 | 39 | 7 | 1 |
| 7 th Male | 19 | 16 | 12 | 2 | 0 | | 7 th Male | 23 | 7 | 19 | 8 | 3 |
| 7 th Female | 11 | 19 | 23 | 6 | 0 | | 7 th Female | 12 | 12 | 28 | 10 | 2 |

Summary of Process Used to Develop the FSRP and Persons Involved

In February, 2008, W. G. Sanders Middle School initiated the process for developing the 2008-2009 Focused School Renewal Plan (FSRP). In preparation for the process, the school's leadership team conducted a thorough analysis of the 2007-2008 Focused School Renewal Plan. In the absence of the 2008 PACT results, we had to use the December benchmark data and the February goal results to determine the effectiveness of the 07-08 plan. Next, we gathered data pertaining to the school's profile. We analyzed the profile of our students, teachers and school. Following this analysis, we gathered data pertaining to students' 2007 performance on the Palmetto Achievement Challenge Test (PACT) and their Spring 2008 performance on the (Measures of Academic Progress (MAP) test. During a data analysis staff meeting, we discussed the strengths and weaknesses of each subgroup. Also, we studied the three year longitudinal data of our students. The self-study indicated weaknesses in ELA, especially for boys, in math for all 8th grade students and in science for 6th, 7th and 8th grade students.

To ensure the support of our parents and community members, a second data analysis session was conducted with our Parent Teacher Organization and with our School Improvement Council members. During this self-study, the same weaknesses were identified.

The next step for the leadership team was to define the goals and to determine which assessment would be used to measure the goals. In past years, our school has used the SuccessMaker program which is a learning environment that offers a powerful combination of management systems, assessment, and curriculum resources that provide administrators, teachers, and students with tools to improve academic performance, and our district's benchmark assessment to measure our goals. This school year, for the first time, we piloted the Measures of Academic Progress (MAP) program. Each program has its own benefits. However, because we will no longer have the PACT as the state's assessment, the leadership team decided to use MAP because it is a formative assessment that can be used to measure growth over time and because it typically shows a strong correlation to PACT. Also, the team decided to use *McGraw Hill Glencoe Mastering the PACT* booklet as an assessment tool to measure the science goals for Goal 3.

How Selected Goals will Enable the School to Meet Expected Progress

An analysis of our school's test data indicated a need to focus on improvements for ELA, 8th grade math, and 6th, 7th, and 8th grade science. Now that we had identified the weaknesses, we were ready to set our goals. This process proved to be a little more complicated because we had not yet administered the 2008 PACT. In the absence of the 2008 PACT data, the leadership team decided to use the results of the Spring MAP test and the results of the 2007 PACT to determine our goals for the 2008-2009 focused school renewal plan.

According to "A Study of the Alignment of the NWEA RIT Scale with the South Carolina Assessment System" conducted by John Cronin, Ph.D, a project was conducted "to connect the scale of the tests used for South Carolina reading, mathematics, and science assessments with NWEA's RIT scale." Cronin established a correlation between the Spring Rasch Unit (RIT) score and a student's projected PACT level. Our leadership team administered the MAP in Spring 2008. The results were then correlated to the cut of scores from Cronin's South Carolina performance level correlation tables. The correlation indicated 40 students (rising

7th and rising 8th grade) who were within 7 points of moving from one PACT level to the next. Using the 2007 PACT data for our incoming 6th grade class, we identified 23 students who were within 12 points of moving from one PACT level to the next. It was also noted that for the past three years on the ELA PACT, our 6th grade students were not scoring below our 7th and 8th grade students. However, we will not have the PACT as our state's assessment for the 2008-2009 testing year. Therefore, the leadership team decided to focus on all ELA students for Goal 1, which is as follows: By March 1, 2009, 60% of all ELA students in grades 6-8 will increase 5 or more points above their 2008 Fall MAP scores as measured by the 2009 Winter MAP Grade Report for Reading. These same students are expected to increase 10 points above their 2008 Fall MAP scores as measured by the 2009 Spring MAP Grade Report for Reading. Such an increase will increase our school's ELA index by a minimum of .2 of an index. A selected group of students will be placed in the SuccessMaker program to provide additional data for monitoring their progress.

Goal 2 is as follows: By March 1, 2009, 60% of all math students in grade 8 will increase 6 or more points above their 2008 Fall MAP scores as measured by the 2009 Winter MAP Grade Report for Math. These same students are expected to increase an average of 12 points above their 2008 Fall MAP scores as measured by the 2009 Spring MAP Grade Report for Math. In February 2008, the 8th grade index for math was 2.7; however, in staying with a three year trend, these same students, after completing the 8th grade dropped from a 2.7 index to a 2.2 index. The same decreases are not evident in the three years of data for 6th and 7th grades. The 2008-2009 index for 8th grade math is currently 2.7. In light of the trend data, the leadership team has decided to focus on grade 8 for math. We will focus on these students using various instructional strategies with the expectation of increasing the 8th grade level's index by a minimum of .3 of an index. Other strategies that are a part of the School Renewal Plan addresses strategies for 6th and 7th grade math.

Goal 3 is as follows: By March 1, 2009, at least 75% of the students in grades 6-8 will demonstrate a mastery score of 80% or more on each of the 3 Science Unit Benchmark Assessments. The Science Unit Benchmark Assessments are taken from the McGraw Hill Glencoe Sough Carolina Mastering the PACT booklet and are identified as being correlated with South Carolina Science Standards. This goal was selected because three years of data indicate that 6th – 8th grade science students continue to score an average of 63% below basic on the state's assessment. With the expected gains, the 6th – 8th grade science index will increase. However, all students will not take the science assessment so an actual expected increase can not be accurately calculated.

Overall School Timeline

| Month | Date (s) | Activity | Person Responsible |
|-----------------|----------------|--|--|
| July, 2008 | July 16 – 31: | Conduct analysis of 2008 PACT data | Andrenna A. Smith, Principal |
| August, 2008 | August 1 – 29: | Conduct analysis of 2008 PACT data | Andrenna A. Smith, Principal |
| | August 11: | Conduct ELA Planning Session: Personal Memoirs | Tori Thomas, ELA Consultant Dinah Collins, ELA Department Chair |
| | August 13: | Conduct initial staff development <ul style="list-style-type: none"> Identifying Similarities and Differences Summarizing and Note Taking Setting Objectives and Providing Feedback Homework and Practice Unwrapping the Standards Lesson Plan Format Differentiated Instruction | Wendy Parker, Curriculum Team Chair |
| | August 23: | Begin weekly leadership team meetings to document FSRP | Andrenna Smith, Principal |
| | August 28: | Conduct MAP training for CRT | Dianne Martin, CRT |
| | August 29: | Begin weekly administrative meetings to review instructional and observational feedback for ELA, math and science teachers | Andrenna Smith, Principal |
| | | | |
| September, 2008 | September 9: | Begin staff development in the use of science kits | Alexandria Williams, Science Department Chair |
| | September 9: | Begin conducting weekly observations of ELA, math and science planning and instruction | Andrenna Smith, Principal |
| | September 10: | Conduct staff development in analyzing PACT data | Kathy Hope, Leadership Team Member Gloria Finch, Reading Specialist |
| | September 13: | Conduct ELA planning session: Short Story Unit | Andrenna Smith, Principal |
| | September 16: | Meet with parents to discuss PACT results and yearly assessments | Cesar Leysath, Assistant Principal |
| | September 22: | Administer MAP assessment | Dianne Martin, CRT |
| | September 26: | Beginning training on interpreting, analyzing and using science benchmark assessments | Kedrick Lusk, Dean of Students |
| | September 30: | Analyze MAP data and present data to teachers | Dianne Martin, CRT |
| October, 2008 | October 4: | Conduct ELA planning session: Novel Study | Andrenna Smith, Principal |
| | October 13: | Administer benchmark assessment | Dianne Martin, CRT |
| | October 15: | Final order submitted for replenishing science kits | Alexandria Williams, Science Department Chair |
| | October 20: | Provide 2 nd staff development in Setting Objectives and Providing Feedback | Cesar Leysath, Assistant Principal |
| | October 20: | Provide 2 nd staff development in differentiated instruction | Angela Bowman, Math Department Chair |
| | October 22: | Administer science benchmark assessment | Kedrick Lusk, Dean of Students |
| | October 24: | Begin weekly implementation of Tiger Tier Instructional Program for Literacy | Gloria Finch, Reading Specialist Shirley Williams, Media Specialist |
| | October 28: | Establish early bird I Can Learn classes | Cesar Leysath, Assistant Principal |

| | | | |
|----------------|--------------|---|---|
| | October 31: | Provide feedback on FSRP | Leadership Team (Angela Bowman, Dinah Collins, Gloria Finch, Kathy Hope, Ramona Mack, Dianne Martin, Andrenna Smith, Alexandria Williams, Shirley Williams, Suzette Williams) |
| November, 2008 | November 3: | Analyze ELA, science and math benchmark data | Dianne Martin, CRT Ceasar Leysath, Assistant Principal Kedrick Lusk, Dean of Students |
| | November 13: | Analyze I Can Learn class data | Andrenna Smith, Principal |
| | November 28: | Provide feedback on the focused school renewal plan | Leadership Team (Angela Bowman, Dinah Collins, Gloria Finch, Kathy Hope, Ramona Mack, Dianne Martin, Andrenna Smith, Alexandria Williams, Shirley Williams, Suzette Williams) |
| December, 2008 | December 1: | Analyze I Can Learn class data | Andrenna Smith, Principal |
| | December 11: | Administer benchmark assessment for ELA and math | Dianne Martin, CRT |
| | December 15: | Provide feedback on the focused school renewal plan | Leadership Team (Angela Bowman, Dinah Collins, Gloria Finch, Kathy Hope, Ramona Mack, Dianne Martin, Andrenna Smith, Alexandria Williams, Shirley Williams, Suzette Williams) |
| | December 17: | Administer science benchmark assessment | Kedrick Lusk, Dean of Students |
| January 2009 | January 12: | Administer MAP Summary Assessment and analyze data | Dianne Martin, CRT |
| | January 13: | Administer benchmark assessment | Dianne Martin, CRT |
| | January 17: | Implement Science Saturday Sessions | Beverly Dowey, Teacher on Special Assignment |
| | January 27: | Analyze MAP and benchmark results | Dianne Martin, CRT |
| | January 30: | Analyze SuccessMaker data | Leadership Team (Angela Bowman, Dinah Collins, Gloria Finch, Kathy Hope, Ramona Mack, Dianne Martin, Andrenna Smith, Alexandria Williams, Shirley Williams, Suzette Williams) |
| | January 30: | Provide feedback on the focused school renewal plan | Leadership Team (Angela Bowman, Dinah Collins, Gloria Finch, Kathy Hope, Ramona Mack, Dianne Martin, Andrenna Smith, Alexandria Williams, Shirley Williams, Suzette Williams) |
| February 2009 | February 7: | Analyze Science Saturday Session data | Beverly Dowey, Teacher on Special Assignment |
| | February 27: | Provide feedback on the focused school renewal plan | Leadership Team (Angela Bowman, Dinah Collins, Gloria Finch, Kathy Hope, Ramona Mack, Dianne Martin, Andrenna Smith, |

| | | | |
|------------|-----------|---|---|
| | | | Alexandria Williams, Shirley Williams, Suzette Williams) |
| March 2009 | March 6: | Analyze Science Saturday Session data | Beverly Dowey, Teacher on Special Assignment |
| | March 15: | Administer the Spring MAP | Dianne Martin, CRT |
| | March 18: | Analyze the Spring MAP results | Dianne Martin, CRT |
| | March 18: | Administer benchmark assessments | Dianne Martin, CRT |
| | March 20: | Analyze benchmark assessments | Dianne Martin, CRT |
| | March 23: | Provide final feedback on focused school renewal plan | Leadership Team (Angela Bowman, Dinah Collins, Gloria Finch, Kathy Hope, Ramona Mack, Dianne Martin, Andrenna Smith, Alexandria Williams, Shirley Williams, Suzette Williams) |
| April 2009 | April 1: | Submit findings for FSRP | Andrenna Smith, Principal |

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, 60% of all ELA students in grades 6-8 will increase 10 or more points above their 2008 Fall MAP scores as measured by the 2009 Spring MAP Grade Report for Reading.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation. |
|---|---|-------------------------------|---|
| <p>Maximize ELA teacher planning time by increasing the amount of time used for collaborative planning.</p> <p>Meet with ELA teacher teams to review content areas that are planned for each unit of instruction.</p> | <p>ELA Department Chair/Dinah Collins; Principal/Andrenna Smith</p> | <p>August 2008</p> | <p>Increasing the amount of time spent on ELA planning supports the achievement of this goal. The increased planning time will allow teachers more time to plan for improved instruction in ELA.</p> <ul style="list-style-type: none"> ○ A master list of ELA planning times will be compiled by the ELA department chair, Dinah Collins. ○ Each ELA teacher team (Melvin Adams and Dinah Collins, Von Waiters and Emma Geiger, and Minnie Scott and Tya Guiles) will maintain a record of their planning time and document the following: content and skills being taught, strategies used, and the assessment used. ○ The CRT, Dianne Martin, the ELA department chair, Dinah Collins, and an ELA consultant, Tori Thomas, will meet monthly with the ELA team to discuss the content to be taught and to plan instruction. ○ At the administrative team meeting each week, the team members (Andrenna Smith, Principal, Ceasar Leysath, Assistant Principal; Dianne Martin, Curriculum Resource Teacher (CRT); Kedrick Lusk, Dean of Students and Beverly Ray Dowey, Teacher on Special Assignment, will outline an ELA schedule for the week that indicates which administrator will monitor the ELA planning sessions for the week. |

| | | | |
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| | | | <p>The schedule will be implemented during the week.</p> <ul style="list-style-type: none"> ○ Follow up will occur at the next administrative team meeting to review the amount of time spent on planning. Information about the meeting will include weekly minutes regarding the content, the strategies and the assessment used to facilitate the instruction. ○ The principal, Andrenna Smith, will follow up by meeting with any teacher that does not participate in the planning sessions according to the schedule, will provide assistance, and will document the meeting in writing. |
| Ensure the implementation of weekly read alouds, vocabulary studies, journal writings, direct teaching, writing instruction and reading conferences by monitoring lesson plans, providing feedback from classroom observations, team planning sessions, and by providing ongoing staff development for teachers. | Principal/ Andrenna Smith | August 2008 | <p>Providing students with weekly read alouds, vocabulary studies, journal writings, direct teaching, writing instruction and reading conferences will expose students to a balanced literacy program.</p> <ul style="list-style-type: none"> ○ Lesson plans will be reviewed on a weekly basis by the administrative team to ensure that read alouds, vocabulary studies, journal writings, direct teaching, writing instruction and reading conferences are included. ○ At the administrative team meeting each week, the team will outline an ELA schedule for the week that indicates which administrator will observe the ELA classes for the week. The schedule will be implemented during the week. ○ Follow up will occur at the next administrative team meeting to review the implementation of balanced literacy program. ○ The principal, Andrenna Smith, will follow up by meeting with any teacher who is not following the balanced literacy program, will provide assistance, and will document the meeting in writing. |
| Implement a tiered literacy block each Friday to provide small group tiered literacy-based instructional strategies to all students. | Reading Specialist/ Gloria Finch; Media Specialist/ Shirley Williams; | October 2008 | <p>Implementing a weekly tiered instructional block will allow teachers to provide primary, secondary, and tertiary prevention strategies that will enhance student learning.</p> <ul style="list-style-type: none"> ○ The reading specialist, Gloria Finch and the media specialist, Shirley Williams, will use the reading Lexile of each student to identify the reading level of all students. |

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| | Principal/ Andrenna Smith | | <ul style="list-style-type: none"> ○ The reading specialist, Gloria Finch, and the media specialist, Shirley Williams, will develop a master list of students separated into three tiers (primary, secondary, and tertiary). ○ The reading specialist, Gloria Finch, and the media specialist, Shirley Williams, will design a Friday schedule whereby all students are assigned in small tiered groups. The schedule will be posted on each door. ○ The reading specialist, Reading Specialist, and the media specialist, Shirley Williams, will design literacy lessons for each group. The lessons will address specific skills needed at each level. A notebook will be maintained for each lesson. ○ The reading specialist, Gloria Finch, and the media specialist, Shirley Williams, will provide monthly staff development for all staff to support them in implementing the tiered lessons. The staff members will sign indicating their participation in the staff development sessions. ○ All staff members will present the tiered lessons during the Friday tiered schedule. ○ The reading specialist, Gloria Finch, and the media specialist, Shirley Williams, will develop and implement a schedule that includes when they, along with the CRT, Dianne Martin, and the assistant principal, Ceasar Leysath, will monitor the tiered lessons. ○ The reading specialist and the media specialist will develop a documentation form that ensures the implementation of the tiered lesson. Completed forms will be submitted to the principal on a weekly basis. ○ The principal, Andrenna Smith, will follow-up by meeting with any staff member who is not following the tiered lesson plan, will provide assistance, and will document the meeting in writing. |
| Administer the 2008 Fall MAP assessment to have all students | Leadership Team Member/ | September 2008 | By setting goals, monitoring the goals, and developing an individualized action plan, students will be held |

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| <p>develop individualized goal plans for MAP assessments in reading.</p> <p>Students will set goals, develop and implement a plan for increasing their MAP reading scores by 8 points as measured by the Winter MAP Reading Report.</p> | <p>Ramona Mack; Principal/ Andrenna Smith</p> | | <p>accountable for their learning.</p> <ul style="list-style-type: none"> ○ Ramona Mack, a member of the leadership team, will develop a goal and strategy for all students. ○ Students will use their Fall Map results to set a Winter and Spring MAP goal. All goals will be a minimum of 5 points for the Winter MAP goal and another minimum of 5 points for the Spring MAP goal. Students will develop individualized strategies for reaching their goals. ○ Ramona Mack, a member of the leadership team, will design and implement a process and schedule that will allow for all students to receive guidance on setting their goals and in developing their strategies for reaching the goals. ○ Goals and strategies will be maintained in ELA classes and in the teacher's resource area. ○ Student goals and strategies will be reviewed on a monthly basis. ○ Ramona Mack, a member of the leadership team, will monitor goals to ensure that students have met with a staff member, developed the goals, and developed the strategies. She will implement a process to have the goal sheets signed by the student and the staff member. ○ The assistant principal, Ceasar Leystah, will follow-up by meeting with all staff members who have not met on a monthly basis to provide, will provide support, and will document the meeting. |
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009, 60% of all math students in grade 8 will increase 12 or more points above their 2008 Fall MAP scores as measured by the 2009 Spring MAP Grade Report for Math.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
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| <p>Maximize math teacher planning time by increasing the amount of time used for collaborative planning.</p> <p>Meet with the 8th grade math teacher teams to review content areas that are planned for each unit of instruction.</p> | <p>Math Department Chair/Angela Bowman; Principal/Andrenna Smith</p> | <p>August 2008</p> | <p>Increasing the amount of time spent on 8th grade math planning supports the achievement of this goal. The increased planning time will allow teachers more time to plan for improved instruction in 8th grade math.</p> <ul style="list-style-type: none"> ○ A master list of math planning times will be compiled by the math department chair. ○ The 8th grade math teacher team will maintain a record of their planning time and document the following: content and skills being taught, strategies used, assessment used. ○ The assistant principal, the math department chair and the 8th grade math team will meet monthly to discuss the content to be taught and to plan instruction. ○ At the administrative team meeting each week, the team will outline an 8th grade math schedule for the week that indicates which administrator will monitor the math planning sessions for the week. The |

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| | | | <p>schedule will be implemented during the week.</p> <ul style="list-style-type: none"> ○ Follow up will occur at the next administrative team meeting to review the amount of time spent on planning. Information about the meeting will include weekly minutes regarding the content, the strategies and the assessment used to facilitate the instruction. ○ The principal will follow up by meeting with any teacher that does not participate in the planning sessions according to the schedule, will provide assistance, and will document the meeting in writing. |
| Ensure the implementation of differentiated instruction by monitoring lesson plans, providing feedback from classroom observations, team planning sessions, and by providing ongoing staff development for teachers. | Principal/ Andrenna Smith | August 2008 | <p>Providing students with differentiated math instruction will allow the students to be able to work on skills appropriate to their readiness level and to explore mathematics applications.</p> <ul style="list-style-type: none"> ○ Lesson plans will be reviewed on a weekly basis by the administrative team to ensure that differentiated instruction strategies are included. ○ At the administrative team meeting each week, the team will outline an 8th grade math schedule for the week that indicates which administrator will observe the 8th grade math classes for the week. The schedule will be implemented during the week. ○ Follow up will occur at the next administrative team meeting to review the implementation of balanced literacy program. ○ The principal will follow up by meeting with any teacher who is not following the balanced literacy program, will provide assistance, and will document the meeting in writing. |

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| <p>Establish an early bird I Can Learn class for 8th grade Algebra I and 8th grade Geometry students so that they will receive instruction in 8th grade standards.</p> <p>The Geometry students will meet on Mondays and Wednesdays and the Algebra I students will meet on Tuesdays and Thursdays.</p> | <p>Math Department Chair/Angela Bowman; Assistant Principal/Cesar Leysath; Principal/Andrenna Smith</p> | <p>October 2008</p> | <p>The I CAN Learn® Pre-Algebra and Algebra Program is an educational program aligned to state standards and is in compliance with NCLB regulations. The computer based program will assist the teachers in providing remediation of identified skills.</p> <ul style="list-style-type: none"> ○ The math department chair, Angela Bowman, and the assistant principal, Cesar Leysath, will develop a master list of students who are enrolled in Algebra I and Geometry and of those who scored Below Basic and Basic on the 2008 PACT. ○ The math department chair, Angela Bowman, and the assistant principal, Cesar Leysath, will design and implement an early bird and after school schedule whereby the students are assigned to one of the five I Can Learn sessions. The schedule will be mailed to parents and posted on the outside of the I Can Learn Lab. ○ The math department chair, Angela Bowman, will enroll the students in key skills lessons that are needed for mastery of the 8th grade standards. ○ The math department chair, Angela Bowman, will provide students' skills update reports to the assistant principal, Cesar Leysath. ○ The assistant principal, Cesar Leysath, will meet with any parents of students who are either not attending the scheduled sessions or who are not making a minimum of 80% mastery on their assigned skills, will provide assistance and will document the meeting in writing. |
| <p>Establish an after school I Can Learn class for identified 8th grade Pre-Algebra students scored Below Basic on the 2008 PACT (Math).</p> <p>The students will meet three times a week: Tuesdays, Wednesdays and Thursdays.</p> | | | |
| <p>Administer the 2008 Fall MAP assessment to have 8th grade students develop individualized goal plans for MAP</p> | <p>Leadership Team Member/Ramona Mack;</p> | <p>September 2008</p> | <p>By setting goals, monitoring the goals, and developing an individualized action plan, students will be held accountable for their learning.</p> |

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| <p>assessments in math.</p> <p>Students will set goals, develop and implement a plan for increasing their MAP math scores by 6 points as measured by the Winter MAP Math Report.</p> | <p>Principal/ Andrenna Smith</p> | | <ul style="list-style-type: none"> ○ Ramona Mack, a member of the leadership team, will develop a goal and strategy for all students. ○ Students will use their Fall Map results to set a Winter and Spring MAP goal. All goals will be a minimum of 6 points for the Winter MAP goal and another minimum of 6 points for the Spring MAP goal. Students will develop individualized strategies for reaching their goals. ○ Ramona Mack, a member of the leadership team, will design and implement a process and schedule that will allow for all students to receive guidance on setting their goals and in developing their strategies for reaching the goals. ○ Goals and strategies will be maintained in math classes and in the teacher's resource area. ○ Student goals and strategies will be reviewed on a monthly basis. ○ Ramona Mack, a member of the leadership team, will monitor goals to ensure that students have met with a staff member, developed the goals, and developed the strategies. She will implement a process to have the goal sheets signed by the student and the staff member. ○ The assistant principal, Ceasar Leysath, will follow-up by meeting with all staff members who have not met on a monthly basis to provide guidance, will provide support, and will document the meeting. |
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, at least 75% of the students in grades 6-8 will demonstrate a mastery score of 80% or more on each of the 3 Science Unit Benchmark Assessments. Note: The Science Unit Benchmark Assessments are taken from the McGraw Hill Glencoe South Carolina Mastering the PACT booklet and are identified as being correlated with South Carolina Science Standards.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
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| <p>Ensure the use of science kits in grades 6-8 by monitoring lesson plans, providing feedback from classroom observations, team planning sessions, and by providing ongoing staff development for teachers.</p> | <p>Science Department Chair/ Alexandria Williams; Principal/ Andrenna Smith</p> | <p>September 2008</p> | <p>Providing students with exposure to hands-on science instruction is critical for improving students' understanding of concepts.</p> <ul style="list-style-type: none"> ○ Lesson plans will be reviewed to make sure that the use of the science kits is planned on a weekly basis. The science department chair, Alexandria Williams, will review science lesson plans to ensure the proper use of science kits and will report to the principal when science kits are not planned for use. ○ The principal, Andrenna Smith, will follow-up by meeting with any teacher who is not properly using the science kits, will provide assistance, and will document the meeting. ○ The science department chair, Alexandria Williams, will meet with the science teachers, Carlos Milan, Luevera Caesar, Nelia Delos Reyes, Betty Loyd, and Beverly Ray-Dowey, to provide ongoing staff development for the science teachers and plan for content that is to be taught each nine week period. ○ At the administrative team meeting each |

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| | | | <p>week, the team will outline a science class drop-in schedule for the week and will implement it during the week for the purpose of observing the use of science kits.</p> <ul style="list-style-type: none"> ○ Follow up will occur at the next administrative team meeting to review the proper use of science kits. The CRT, Dianne Martin, will provide written feedback to the science department chair, Alexandria Williams. ○ The science department chair, Alexandria Williams, will follow up by meeting with any teacher that does not properly use the science kits, will provide assistance and will document the meeting. |
| <p>Ensure the use of collaborative planning by monitoring lesson plans, providing feedback from classroom observations, team planning sessions, and by providing ongoing staff development for teachers.</p> | <p>Dean of Student/ Kedrick Lusk; Science Department Chair/ Alexandria Williams; Principal/ Andrenna Smith</p> | <p>September 08- May 09</p> | <p>Focused and goal-driven collaborative planning helps teachers become more highly qualified by improving teaching strategies, which help to produce better student outcomes</p> <ul style="list-style-type: none"> ○ A master list of science planning times will be compiled by the science department chair, Alexandria Williams. ○ Each science team (Alexandria Williams and Carlos Milan, Nelia Delos Reyes and Luevera Caesar, and Betty Loyd and Beverly Ray-Dowey), will maintain a record of their planning time and document the following: content and skills being taught, strategies used, assessment used and the performance task assessment. A discussion of what worked well during the lesson and what areas need to be reinforced or re-taught will be included. ○ The science department chair, Alexandria Williams, will meet monthly with the entire science department to discuss the content being taught, the planned instruction, and the benchmark analysis. ○ At the administrative team meeting each |

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| | | | <p>week, the team members (Andrenna Smith, Principal, Ceasar Leysath, Assistant Principal; Dianne Martin, Curriculum Resource Teacher (CRT); Kedrick Lusk, Dean of Students and Beverly Ray-Dowey, Teacher on Special Assignment, will outline a science schedule for the week that indicates which administrator will monitor the science planning sessions for the week. The schedule will be implemented during the week.</p> <ul style="list-style-type: none"> ○ Follow up will occur at the next administrative team meeting to review the amount of time spent on planning. Information about the meeting will include weekly minutes regarding the content, the strategies and the assessment used to facilitate the instruction. ○ The principal, Andrenna Smith, will follow up by meeting with any teacher that does not participate in the planning sessions according to the schedule, will provide assistance, and will document the meeting in writing. |
| <p>Ensure that grade level teachers are using standards-based common assessments and are effectively analyzing the data.</p> <p>The data analysis will include the date and time of the assessment, the percentage of students by teacher and by period who mastered 75% of the benchmark assessment, and the indicators that were mastered at 75% by each teacher.</p> | <p>Dean of Students/ Kedrick Lusk; CRT/Dianne Martin; Science Department Chair/ Alexandria Williams</p> | <p>September 2008</p> | <p>Identifying clearly articulated and appropriate achievement targets for all science students, and by giving standards-based common assessments to measure student progress, will ensure that all students, regardless of which classroom they are in, are receiving the key knowledge and skills they need to maximize student learning.</p> <ul style="list-style-type: none"> ○ Lesson plans will be reviewed by the Dean of Students, Kedrick Lusk, to make sure that the grade level teachers are using the South Carolina Science Standards to create quality classroom assessments that produce accurate information that is used effectively to maximize student achievement. ○ The benchmark assessments will be scanned by CRT, Dianne Martin. |

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| | | | <ul style="list-style-type: none"> ○ The science department chair, Alexandria Williams, will provide ongoing staff development for the science teachers on analyzing science data (classroom assessments, benchmark assessments, and classroom observations) and effectively using the data to improve instruction. |
| Implement a Saturday Science Session (SSS) for students who have not yet mastered the benchmark assessments. | Beverly Ray-Dowey/Teacher on Special Assignment; Science Department Chair/ Alexandria Williams/ Principal/ Andrenna Smith | January 2009 | <p>Saturday Science Sessions will provide the extended time and extended learning for students who are struggling with the science content.</p> <ul style="list-style-type: none"> ○ The science department chair, Alexandria Williams, and the Teacher on Special Assignment, Beverly Ray-Dowey, will develop a master list of students who have not yet mastered any of the benchmark assessments. ○ The science department chair, Alexandria Williams, the Teacher on Special Assignment, Beverly Ray-Dowey, will write letters to the parents of these students to invite the students to attend a Saturday Science Session that will be designed to help them master the skills from a second benchmark assessments using the same type of assessment. The science department chair, Alexandria Williams, will give a copy of the letter to the principal. ○ The science department chair, Alexandria Williams, will design skill specific lessons for the students. Copies of the lesson will be given to the principal, Andrenna Smith. ○ The science department chair, Alexandria Williams, will reassess the students using a similar benchmark assessment. A copy of the assessment and the assessment results will be given to the principal, Andrenna Smith. |

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: To provide ELA teachers with increased teacher knowledge, strategies and resources in teaching ELA standards to ensure that all ELA students in grades 6-8 will increase 10 or more points above their 2008 Fall MAP scores as measured by the 2009 Spring MAP Grade Report for Reading.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
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| <p>Provide an ELA consultant to plan twice a month with ELA teachers to develop collaborative standards based lesson plans.</p> <p>The ELA consultant will focus on developing lesson plans that ensure the use of the district's literacy model and the use of Marzano's high yield strategies.</p> | Principal/ Andrenna Smith | August 2008 | <p>Providing an ELA consultant will provide guidance and support for teachers as they develop collaborative standards based lesson plans.</p> <ul style="list-style-type: none"> ○ Documentation of the collaborative planning will be maintained by the ELA department chair, Dinah Collins, and submitted monthly to the principal, Andrenna Smith. ○ The ELA department chair, Dinah Collins, will attend the planning sessions with the teachers and the consultant. The department chair, Dinah Collins, will be responsible for maintaining the agendas and copies of the minutes and will provide these copies to the principal. ○ Teachers (Melvin Adams and Dinah Collins, Von Waiters and Emma Geiger, and Minnie Scott and Tya Guiles) will submit standards-based weekly lesson plans to the principal, Andrenna Smith. These plans will be shared with the |

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| | | | <p>administrative team members during their weekly meetings as they discuss the accuracy of the plans in terms of the following: the use of the expected literacy model for ELA instruction; the use of a standards based lesson, the use of research-based instructional strategies and resources, and the use of an appropriate assessment.</p> <ul style="list-style-type: none"> ○ The principal, Andrenna Smith, will document the feedback provided by the administrative team, share a copy with the ELA teachers, and maintain a copy in the ELA notebook. |
| <p>Provide the necessary materials and resources (skills based lessons to use for the remediation of skills, books based on a variety of genres, and sample lesson plans) so that ELA teachers can effectively provide students with the appropriate instruction for the ELA standards.</p> | <p>Principal/ Andrenna Smith; CRT/ Dianne Martin</p> | <p>August 2008</p> | <p>Providing the necessary instructional materials for ELA teachers will enable the teachers to better design instruction that is aligned with the various genre studies that are listed in the standards as well as the skills that are listed in the indicators.</p> <ul style="list-style-type: none"> ○ The principal, Andrenna Smith, will meet with the consultant, Tori Thomas, and the ELA department chair, Dinah Collins, to develop a list of all the materials that are needed for each genre study. The list will be given to the bookkeeper, Shari Williams, who will order the materials within 24 hours of receiving the list. A list of these materials, along with the necessary order forms, will be maintained in the ELA notebook. ○ The principal, Andrenna Smith, the consultant, Tori Thomas, and the ELA department chair, Dinah Collins, will analyze the ELA textbook to determine what resources are provided within the text. ○ The ELA department chair, Dinah Collins, will develop a list of all other necessary |

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| | | | <p>materials and will submit a copy of the list to the principal, Andrenna Smith, for her approval. Once approved, the list will be submitted to the bookkeeper, Shari Williams, who will place the order within 24 hours of receiving the list. The principal, Andrenna Smith, will maintain a copy of the order list in the ELA notebook.</p> <ul style="list-style-type: none"> ○ Once the materials arrive, bookkeeper, Shari Williams, will notify the ELA department chair, Dinah Collins, who will distribute the materials to the ELA teachers during the planning sessions. ○ The principal, Andrenna Smith, will provide disaggregated ELA benchmark data to each teacher. ○ The CRT, Dianne Martin, will assist the ELA teachers in analyzing the data to identify class weaknesses. A list of the weaknesses will be submitted to the principal and maintained in an ELA skills review notebook. ○ The principal, Andrenna Smith, will provide skills based mini lessons for ELA teachers to use during small group review sessions with students. Samples of the review lessons will be provided in the ELA skills review notebook. |
| Provide class release time for ELA teachers to conduct peer observations. | Principal/ Andrenna Smith | October 2008 | <p>Providing time for teachers to conduct peer observations will allow ELA teachers to get different feedback from different people and will allow ELA teachers the time to share instructional practices.</p> <ul style="list-style-type: none"> ○ The principal, Andrenna Smith, will provide an observation training session for all ELA teachers. The training will focus on observing the learning objectives, the educational climate for learning and responsiveness to student |

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| | | | <p>feedback.</p> <ul style="list-style-type: none"> ○ ELA teaches, (Melvin Adams, Dinah Collins, Von Waiters, Emma Geiger, Minnie Scott and Tya Guiles) will submit to the principal, Andrenna Smith, a schedule that reflects their observations to be conducted and reflects the observations that have been completed. ○ ELA teachers, (Melvin Adams, Dinah Collins, Von Waiters, Emma Geiger, Minnie Scott and Tya Guiles) will use the forms to discuss their findings during their monthly meetings. A copy of the forms will not be given to the principal, Andrenna Smith so that teachers will know that the forms are not used for evaluative purposes. |
| Provide professional development for ELA teachers in the analysis and use of the students' disaggregated data from the 2008 Fall MAP Grade Report for Reading and from the 2009 Winter MAP Grade Report for Reading. | Principal/ Andrenna Smith; CRT/ Dianne Martin | September 2008 | <p>Providing professional development for ELA teachers in the analysis and use of the students' disaggregated MAP data will allow teachers to make informed decisions regarding student learning. These data based decisions will lead to more individualized instruction for improved student learning.</p> <ul style="list-style-type: none"> ○ The CRT, Dianne Martin, will train ELA teachers in how to implement and administer MAP tests. The training will focus on how adaptive testing can be used to measure student progress and identify instructional needs. The CRT, Dianne Martin, will be responsible for delivery of the training through agendas and sign in sheets and will provide copies of the documentation to the principal, Andrenna Smith. ○ After the first student testing session, the CRT, Dianne Martin, will train ELA teachers in using available reports. The training will focus on how to analyze the |

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| | | | data, interpret the data and how to create an environment that is responsive to the needs of all students. The CRT, Dianne Martin, will be responsible for delivery of the training through agendas and sign in sheets and will provide copies of the documentation to the principal, Andrenna Smith. |
| Provide the necessary materials (individual student folders for personal data, graphs, and individual conference forms) so that teachers can effectively conference with individual students regarding their achievement. | Principal/ Andrenna Smith | September 2008 | <p>Providing materials for teachers to assist students in using data folders to monitor their goals will help students gain an understanding and awareness of the importance of their individual academic progress.</p> <ul style="list-style-type: none"> ○ The principal will order data folders for each student. An order form will be placed in the math notebook. ○ Teachers will outline student conference schedules and will provide an update to the principal each month. The conference schedules and the documented conferences will be maintained by the ELA teachers (Melvin Adams, Dinah Collins, Von Waiters, Emma Geiger, Minnie Scott and Tya Guiles). |

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: To provide 8th grade math teacher with increased teacher knowledge, strategies and resources in teaching math standards to ensure that 60% of all math students in grade 8 will increase 12 or more points above their 2008 Fall MAP scores by April 1, 2009, as measured by the 2009 Spring MAP Grade Report for Math.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
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| <p>Allocate budget funds to allow math teachers to engage in collaborative planning twice per month beyond the regularly scheduled daily planning times.</p> <p>Additional funds will be used to provide ongoing training in differentiated instruction and Marzano's high yield strategies for the math team.</p> | Principal/ Andrenna Smith | September 2008 | <p>Providing funds for additional collaborative planning sessions for math teachers will allow teachers to engage in math strategies for differentiated instruction and high yield strategies that will assist them in achieving the student academic goals.</p> <ul style="list-style-type: none"> ○ Documentation of the collaborative planning will be maintained by the math department, Angela Bowman, and submitted monthly to the principal, Andrenna Smith. ○ The department chair, Angela Bowman, will be responsible for maintaining the agendas and copies of the minutes and will provide these copies to the principal. ○ Teachers (Joyce Jones, Stephanie Price, Wendy Parker, Angela Bowman, Sura Rani, Ramona Mack, and Sylvia Robinson) will submit standards-based weekly lesson plans to the principal, Andrenna Smith. These lesson plans must provide an example of strategies involving |

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| | | | <p>differentiated instruction or the use of Marzano's high yield strategies. These plans, along with the assessments that are included, will be shared with the administrative team members during their weekly meetings as they discuss the accuracy of the plans in terms of the following: the use of standards-based instructional strategies and resources, and the use of an appropriate assessment.</p> <ul style="list-style-type: none"> ○ The principal, Andrenna Smith, will document the feedback provided by the administrative team, share a copy with the math teachers, and maintain a copy in the math notebook. |
| <p>Provide a certified and highly qualified staff member to teach an early bird skills-based class for 8th grade Pre-Algebra students who scored Below Basic on the 2008 PACT (Math), for 8th grade Algebra I and for 8th grade Geometry students so that they will have additional instruction in 8th grade standards.</p> | <p>Principal/ Andrenna Smith</p> | <p>October 2008</p> | <p>The I CAN Learn® Pre-Algebra and Algebra Program is an educational program aligned to state standards and is in compliance with NCLB regulations. The computer based program, along with a highly qualified teacher, will provide remediation for identified 8th grade skills.</p> <ul style="list-style-type: none"> ○ The principal, Andrenna Smith, will meet with the math team to identify the appropriate staff member to facilitate the learning for the students. The math teacher will be paid \$30 an hour to facilitate the expected learning. Time sheets will be maintained in the math notebook. ○ The principal and the selected teacher will review three years of math benchmark data to determine the skills deficiencies for 8th grade math. The principal, Andrenna Smith, and the selected teacher, will maintain a list of these deficiencies in the math notebook. ○ The selected teacher will assign specific |

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| | | | <p>lessons to the students and will maintain a copy for their assessment results in the student folders. The assessment results will also be shared with the principal, Andrenna Smith.</p> <ul style="list-style-type: none"> ○ The principal will meet with the selected teacher once every two weeks to discuss the assessment results and to develop additional student intervention plans when needed. The principal will document the meetings and maintain a copy of the documentation in the math notebook. ○ If developed, the intervention plans will be maintained in the student folders. |
| <p>Provide the necessary materials and resources (skills based lessons to use for Pre-Algebra remediation skills, resources for differentiated instruction, resources for Marzano's high yield strategies, sample lesson plans) so that math teacher can effectively provide students with the appropriated instruction for the math standards.</p> | <p>Principal/ Andrenna Smith</p> | <p>August 2008</p> | <p>Providing the necessary instructional materials for math teachers will enable the teachers to better design instruction that is aligned with the various indicators that are listed in the standards.</p> <ul style="list-style-type: none"> ○ The principal, Andrenna Smith, will meet with the department chair, Angela Bowman, to develop a list of all the materials that are needed in order to have students reach their MAP goals. A list of these materials, along with the appropriate order forms, will be maintained in the math notebook. ○ The principal, Andrenna Smith, and the department chair, Angela Bowman, will analyze the math text for Pre-Algebra to determine what additional materials will be needed to facilitate the learning for the 8th grade math standards. A list of the materials that are needed will be given to the bookkeeper, Shari Williams, who will order the materials within 24 hours of receiving the list. A list of the materials and the order forms will be maintained in the math notebook. |

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| | | | <ul style="list-style-type: none"> ○ As materials arrive, the bookkeeper, Shari Williams, will notify the math department chair, Angela Bowman, who will distribute the materials to the math team. ○ The principal, Andrenna Smith, will provide disaggregated math benchmark data to each teacher. ○ The CRT, Dianne Martin, will assist the math teachers in analyzing the data to identify class weaknesses. A list of the weaknesses will be submitted to the principal and maintained in a math skills review notebook. ○ The principal, Andrenna Smith, will provide skills based mini lessons for the math teachers to use during small group review sessions with students. Samples of the review lessons will be maintained in the math skills review notebook. |
| Provide professional development for math teachers in the analysis and use of the students' disaggregated data from the 2008 Fall MAP Grade Report for Math and from the 2009 Winter MAP Grade Report for Math. | | | <p>Providing professional development for math teachers in the analysis and use of the students' disaggregated MAP data will allow teachers to make informed decisions regarding student learning. These data based decisions will lead to more individualized instruction for improved student learning.</p> <ul style="list-style-type: none"> ○ The CRT, Dianne Martin, will train math teachers in how to implement and administer MAP tests. The training will focus on how adaptive testing can be used to measure student progress and identify instructional needs. The CRT, Dianne Martin, will be responsible for delivery of the training through agendas and sign in sheets and will provide copies of the documentation to the principal, Andrenna Smith. ○ After the first student testing session, the CRT, Dianne Martin, will train math |

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| | | | <p>teachers in using available reports. The training will focus on how to analyze the data, interpret the data and how to create an environment that is responsive to the needs of all students. The CRT, Dianne Martin, will be responsible for delivery of the training through agendas and sign in sheets and will provide copies of the documentation to the principal, Andrenna Smith.</p> <ul style="list-style-type: none"> ○ The CRT, Dianne Martin, will train math teachers in using test results to differentiate instruction, form flexible groups, and develop strategies for ensuring instruction meets the needs of every student. The CRT, Dianne Martin, will be responsible for delivery of the training through agendas and sign in sheets and will provide copies of the documentation to the principal, Andrenna Smith. |
| Provide the necessary materials (individual student folders for personal data, graphs, and individual conference forms) so that teachers can effectively conference with individual students regarding their achievement. | Principal/ Andrenna Smith | September 2008 | <p>Providing materials for teachers to assist students in using data folders to monitor their goals will help students gain an understanding and awareness of the importance of their individual academic progress.</p> <ul style="list-style-type: none"> ○ The principal will order data folders for each student. An order form will be placed in the math notebook. ○ Teachers will outline student conference schedules and will provide an update to the principal each month. The conference schedules and the documented conferences will be maintained by the math teachers (Joyce Jones, Stephanie Price, Wendy Parker, Angela Bowman, Sura Suma Latha, Ramona Mack, and Sylvia Robinson). |

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 3: By implementing a collaborative professional environment for science teachers, at least 75% of the students in grades 6-8 will demonstrate a mastery score of 80% or more on each of the 3 Science Benchmark Assessments by April 1, 2009. Note: The Science Unit Benchmark Assessments are taken from the McGraw Hill Glencoe South Carolina Mastering the PACT booklet and are identified as being correlated with South Carolina Science Standards.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
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| Provide the materials that are needed to replenish the science kits. | Principal/ Andrenna Smith | October 2008 | Providing replacement materials for the science kits will assist teachers in exposing students to the hands-on science instruction that is critical for improving students' understanding of concepts. <ul style="list-style-type: none"> ○ The science teachers, Carlos Milan, Alexandria Williams, Nelia Delos Reyes, Luevera Caesar, Beverly Ray-Dowey and Betty Loyd, will assess the science kits and develop a list of the materials to be replaced. ○ The science department chair, Alexandria Williams, will give the list to the principal, Andrenna Smith, for approval. ○ A copy of the list will be given to the bookkeeper, Shari Williams, to place the order within 24 hours of receiving the list. ○ A copy of the list will be maintained in the science notebook. |

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| | | | <ul style="list-style-type: none"> Once the materials arrive in the building, the bookkeeper, Shari Williams, will notify the science department chair, Alexandria Williams, who will distribute the materials to the science teachers. |
| Provide on-going staff development for science teachers in the use of science kits and instructional strategies to enhance the instructional process. | Principal/ Andrenna Smith | October 2008 | <p>Providing on-going staff development for science teachers will provide the teacher knowledge that is necessary to enhance instruction through the use of hands-on learning.</p> <ul style="list-style-type: none"> The principal, Andrenna Smith, will have the former science specialist, Alexandria Williams, conduct monthly staff development for science teachers in the use of science kits to enhance instruction. Documentation of the staff development will be maintained by the science department chair, Alexandria Williams, and submitted monthly to the principal, Andrenna Smith. The department chair, Alexandria Williams, will be responsible for maintaining the agendas and copies of the minutes and will provide these copies to the principal, Andrenna Smith. Teachers (Carlos Milan, Alexandria Williams, Nelia Delos Reyes, Luevera Caesar, Beverly Ray-Dowey and Betty Loyd) will submit standards-based weekly lesson plans to the principal, Andrenna Smith. These lesson plans must provide an example of the use of science kits at least once per month, and the use of Marzano's high yield strategies. These plans, along with the assessments that are included, will be shared with the administrative team members during their weekly meetings as they discuss the accuracy of the plans in terms of the following: the use of standards-based |

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| | | | <p>instructional strategies and resources, and the use of an appropriate assessment.</p> <ul style="list-style-type: none"> ○ The principal, Andrenna Smith, will document the feedback provided by the administrative team, share a copy with the science teachers, and maintain a copy in the science notebook. |
| Provide professional development for science teachers in the analysis and the use of students' disaggregated data from the science benchmark assessments. | Principal/ Andrenna Smith | September 2008 | <p>Providing professional development for science teachers in the analysis and use of the students' disaggregated benchmark data will allow teachers to make informed decisions regarding student learning. These data based decisions will lead to more individualized instruction for improved student learning.</p> <ul style="list-style-type: none"> ○ The Dean of Students, Kedrick Lusk, will train science teachers in how to implement and administer the science benchmark assessments. The training will focus on how adaptive testing can be used to measure student progress and identify instructional needs. The Dean of Students, Kedrick Lusk, will be responsible for delivery of the training through agendas and sign in sheets and will provide copies of the documentation to the principal, Andrenna Smith. ○ After the first student testing session, the Dean of Students, Kedrick Lusk, will train science teachers in using available reports. The training will focus on how to analyze the data, interpret the data and how to create an environment that is responsive to the needs of all students. The Dean of Students, Kedrick Lusk, will be responsible for delivery of the training through agendas and sign in sheets and will provide copies of the documentation to the principal, Andrenna Smith. |

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| | | | <ul style="list-style-type: none"> ○ The Dean of Students, Kedrick Lusk, will train science teachers in using test results to differentiate instruction, form flexible groups, and develop strategies for ensuring instruction meets the needs of every student. The Dean of Students, Kedrick Lusk, will be responsible for delivery of the training through agendas and sign in sheets and will provide copies of the documentation to the principal, Andrenna Smith. |
| Provide a certified and highly qualified staff member to teach a Saturday Science Session (SSS) for students who have not yet mastered the benchmark assessments. | Principal/ Andrenna Smith | January 2009 | <p>Providing a teacher for the Saturday Science Sessions will provide the extended learning time needed for students who are struggling with the science content.</p> <ul style="list-style-type: none"> ○ The principal, Andrenna Smith, will meet with the science team to identify the appropriate staff member to facilitate the learning for the students. The science teacher will be paid \$30 an hour to facilitate the expected learning. Time sheets will be maintained in the science notebook. ○ The science department chair, Alexandria Williams, and the selected teacher will review the benchmark results to determine the skills deficiencies for the science students. The science department chair, Alexandria Williams and the selected teacher will maintain a list of these deficiencies in the science notebook. ○ The selected teacher will assign specific lessons to the students and will maintain a copy for their assessment results in student folders. The assessment results will also be shared with the principal, Andrenna Smith. ○ The principal will meet with the selected |

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| | | | <p>teacher once every two weeks to discuss the assessment results and to develop additional student intervention plans when needed. The principal will document these meetings and maintain the documentation in the science notebook.</p> <ul style="list-style-type: none"> ○ If developed, the intervention plans will be maintained in the student folders. |
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FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, sixty percent of students in grades 6, 7, and 8 will meet the mean growth target of 3.2, 2.5, or 2.2 (respectively) in reading achievement as measured by RIT band values on the Measures of Academic Progress (MAP) using the fall (October, 2008) to Spring (March, 2009) evaluation cycle.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
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| 1. The district administration will present and initial MAP training session for all Administrators prior to the start of the school term. | Executive Director MAP Coordinator Professional Development | July 2008 | Administrators will be able to provide the support that is needed to provide over-site for the administration of MAP at each school site Documentation: Attendance rosters and PD Schedule Responsible: Professional Development Department |
| 2. District administrators will establish a testing window for MAP administration | MAP Coordinator Chief Academic Officer | July 08 | The testing window will enable all schools to participate within a district identified framework which will be the basis for the analysis of student progress across the evaluation cycle.) Documentation: Assessment Schedule Responsible: (MAP Coordinator) |
| 3. The District will schedule training and support activities that support the implementation of Measures of Academic Progress (MAP). | MAP Coordinator | July 08 | School staff will receive support across the school term. All support sessions will be posted on AVATAR with the appropriate staff identified. Content may be redelivered at school sites by trained persons. Documentation: PD Schedule and Rosters Responsible: (MAP Coordinator) |
| 4. District administrators will observe classroom instruction and provide documentation as to the frequency of use of flexible grouping. | District Consultants Directors Coordinators | August 08 | District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. (Executive Director) Schedule to be determined Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director |
| 5. District administrators will observe classroom instruction and provide documentation as to the frequency of use of Guided and differentiated instruction. | District Consultants Directors Coordinators | August 08 | District administrators will observe classroom instruction to monitor implementation of the achievement strategies and identify additional professional development needs as well as teachers needing individual support. |

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| | | | Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director |
| 6. District administrators will observe classroom instruction and provide documentation as to the use of three high yield strategies. a. Identifying Similarities and Differences b. Summarizing and Note Taking c. Setting objectives and Providing Feedback | District Consultants Directors Coordinators | August 08 | District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director |
| 7. District administrators will observe Classroom instruction and provide documentation as to the implementation of the District Literacy Framework. | District Consultants Directors Coordinators | August 08 | District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director |
| 8. Training will be provided to teachers with the implementation of Descartes in to assist staff with differentiated instruction. | MAP Coordinator Consultants | August 08 | The DesCartes continuum of learning orders specific reading and math skills by achievement levels. DesCartes will help- teachers organize resources needed for individual students, define flexible groups, identify concept skills, and share academic needs with parents, guide selection of materials and monitor academic growth in relationship to content standards. Documentation: PD Schedule Responsible: MAP Coordinator, MWEA Consultants, C & I Consultants |
| 9. District subject area consultants and curriculum resource teachers will provide classroom demonstrations as needed and requested. | District Consultants Coordinators | August 2008 | District consultants will support effective instruction in reading, by providing classroom instructional demonstrations and follow-up conferences with teachers. Consultants will model standards-based instruction and best practices. Documentation: Visitation Schedule , Teacher Reflection Form Responsible: Executive Director |
| 10. Subject area consultants will use a “coaching” model to support teachers with Implementing effective instruction and promoting engagement. | District Consultants/ENI | August 2008 | District consultants/ENI consultants will engage teachers in “reflective” discussions pertaining to lessons taught. The goal is to improve instruction by having teachers to analyze the teaching/learning process. A district observation form with reflective questions will be used to direct the conferences. Documentation: Visitation Schedule , Teacher Reflection Form Responsible: Executive Director |
| 11. MAP training will be provided for Curriculum Resource Teachers and the Principal’s Designee | Executive Director MAP Coordinator Professional Development | September 2008 | As site personnel are responsible for the administration of MAP, these individuals will acquire the technical knowledge as well discuss the practical aspects of MAP administration with the district consultant. Documentation: PD Schedule Responsible: Executive Director |
| 12. District administrators will develop and Disseminate benchmark tests to be administered during the academic school term. | Director of Curriculum and Instruction | October 2008 | District benchmarks will provide the school with data regarding student’s progress in meeting academic goals. The school will use the information derived to determine where re-teaching and regrouping may be needed. The |

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| | | | benchmark test and the compilation of results will be the supporting evidence. (Director of C & I) Following the Benchmark Administration as indicated on the District's Assessment Calendar. Documentation: Benchmark Reports Responsible: Executive Director |
| 13. The district administrators will monitor MAP reports and provide feedback to principals for each evaluation period. | Executive Director MAP Coordinator | October 2008 | District review of the data and conferences with the principal allow another opportunity for the district and the school to collaborate on increasing student achievement and to identify needed instructional focus and interventions. The Principal Conference form will document this activity. Documentation: Fall MAP reports Responsible: Executive Director |

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, sixty percent of students in grades 6, 7, and 8 will meet the mean growth target of 5.5, 4.2, or 3.4 (respectively) in math achievement as measured by RIT band values on the Measures of Academic Progress (MAP) using the fall (October, 2008) to Spring (March, 2009) evaluation cycle.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation. |
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| 1. The District administration will present and initial MAP training session for all Administrators prior to the start of the school term | Executive Director MAP Coordinator Professional Development | July 2008 | Administrators will be able to provide the support that is needed to provide over-site for the administration of MAP at each school site Documentation: Attendance rosters and PD Schedule Responsible: Professional Development Department |
| 2. District administrators will establish a testing window for MAP administration | MAP Coordinator Chief Academic Officer | July 08 | The testing window will enable all schools to participate within a district identified framework which will be the basis for the analysis of student progress across the evaluation cycle.) Documentation: Assessment Schedule Responsible: (MAP Coordinator) |
| 3. The District will schedule training and support activities that support the implementation of Measures of Academic Progress (MAP). | MAP Coordinator | July 08 | School staff will receive support across the school term. All support sessions will be posted on AVATAR with the appropriate staff identified. Content may be redelivered at school sites by trained persons. Documentation: PD Schedule and Rosters Responsible: (MAP Coordinator) |
| 4. District administrators will observe classroom instruction and provide documentation as to the frequency of use of flexible grouping. | District Consultants Directors Coordinators | August 08 | District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. (Executive Director) Schedule to be determined Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director |
| 5. District administrators will observe classroom instruction and provide documentation as to the frequency of use of Guided and differentiated instruction. | District Consultants Directors Coordinators | August 08 | District administrators will observe classroom instruction to monitor implementation of the achievement strategies and identify additional professional development needs as well as teachers needing individual support. |

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| | | | Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director |
| 6. District administrators will observe classroom instruction and provide documentation as to the use of three high yield strategies. d. Identifying Similarities and Differences e. Summarizing and Note Taking f. Setting objectives and Providing Feedback | District Consultants Directors Coordinators | August 08 | District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director |
| 7. District administrators will observe Classroom instruction and provide documentation as to the implementation of the District Literacy Framework. | District Consultants Directors Coordinators | August 08 | District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director |
| 8. Training will be provided to teachers with the implementation of DecCartes in to assist staff with differentiated instruction. | MAP Coordinator Consultants | August 08 | The DesCartes continuum of learning orders specific reading and math skills by achievement levels. DesCartes will help- teachers organize resources needed for individual students, define flexible groups, identify concept skills, and share academic needs with parents, guide selection of materials and monitor academic growth in relationship to content standards. Documentation: PD Schedule Responsible: MAP Coordinator, MWEA Consultants, C & I Consultants |
| 9. District subject area consultants and curriculum resource teachers will provide classroom demonstrations as needed and requested. | District Consultants Coordinators | August 2008 | District consultants will support effective instruction in reading, by providing classroom instructional demonstrations and follow-up conferences with teachers. Consultants will model standards-based instruction and best practices. Documentation: Visitation Schedule , Teacher Reflection Form Responsible: Executive Director |
| 10. District subject area consultants will use a “coaching” model to support teachers with implementing effective instruction and promoting engagement. | District Consultants | August 2008 | District consultants/ENI consultants will engage teachers in “reflective” discussions pertaining to lessons taught. The goal is to improve instruction by having teachers to analyze the teaching/learning process. A district observation form with reflective questions will be used to direct the conferences. Documentation: Visitation Schedule , Teacher Reflection Form Responsible: Executive Director |
| 11. MAP training will be provided for Curriculum Resource Teachers and the Principal’s Designee | Executive Director MAP Coordinator Professional Development | September 2008 | As site personnel are responsible for the administration of MAP, these individuals will acquire the technical knowledge as well discuss the practical aspects of MAP administration with the district consultant . Documentation: PD Schedule Responsible: Executive Director |
| 12. District administrators will develop and disseminate benchmark tests to be administered during the academic school term. | Director of Curriculum and Instruction | October 2008 | District benchmarks will provide the school with data regarding student’s progress in meeting academic goals. The school will use the information derived to determine where re-teaching and regrouping may be needed. The |

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| | | | benchmark test and the compilation of results will be the supporting evidence. (Director of C & I) Following the Benchmark Administration as indicated on the District's Assessment Calendar. Documentation: Benchmark Reports Responsible: Executive Director |
| 13. The district administrators will monitor reports MAP reports and provide feedback to principals for each evaluation period. | Executive Director MAP Coordinator | January 09 May 09 | District review of the data and conferences with the principal allow another opportunity for the district and the school to collaborate on increasing student achievement and to identify needed instructional focus and interventions. The Principal Conference form will document this activity. Documentation: Fall MAP reports Responsible: Executive Director |

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

The District Benchmark Assessment System was developed as a support tool for teachers to help them gauge their student's strengths and weakness against end-of year standards. Benchmark Assessments have been designed to advance teaching and learning in several important ways. First, they provide teachers with quick, reliable monthly feedback on how students are progressing toward state standards. Second, they provide schools with timely information about the strengths and weaknesses of classes and grade levels on the major standards of each content area.

By conducting Classroom Walk Throughs (CWT's), which provides brief classroom visits, using research-based tools and data collection software on a handheld device, instructional leaders quickly collect data about critical instructional practices. Reflective discussions on the data lead to action planning, which guides instruction and classroom practice. Over time, classroom observational data reveals patterns of practice. Instructional leaders use this data to direct coaching efforts, provide professional development opportunities for individuals or groups of teachers, and suggest professional learning for the whole school.

The Tier Intervention process, developed by Good, Kame'enui, Simmons and Chard (2002), focuses on primary, secondary, and tertiary prevention. Students will be separated into tiers based on the SuccessMaker Initial Placement Report, district-level benchmark results, 2008 Pact results, and teacher recommendations. One to five students will be placed in each Tier. Target students will be grouped together in small groups. Tier 1 students, those who are on or above grade level will receive an extension of the ELA instruction using flexible grouping, ongoing assessment, and targeting of specific skills. Tier 2 students, those who are one grade level below will receive supplemental instruction that is more personalized to their needs. These students are assigned to our reading specialist who provides daily intervention and to our after-school comprehensive remediation program. Tier 3 students, those who are 2 or more grade levels behind, will receive basic instruction in phonemic awareness, phonics, fluency, vocabulary, listening and reading comprehension. These students will also be assigned to the after-school comprehensive remediation program.

The I CAN Learn® Pre-Algebra and Algebra Program is an educational program aligned to state standards and is in compliance with NCLB regulations. The program is computer based and addresses various learning styles and allows for detailed graphics to aid in understanding. The Pre-Algebra and Algebra curricula consist of a variety of creative, exciting, and challenging "real-world" math applications which enhance math skills. I Can Learn was honored by the U. S. Department of Education's What Works Clearinghouse (WWC) as having met their evidence standards and recognized it as a means of compliance with NCLB.

Measures of Academic Progress (MAP) tests are state-aligned computerized adaptive assessments that provide accurate, useful information. MAP accurately reflects the instructional level of each student and measures growth over time. The assessment gives a child the chance for success, engages students in the learning, respects classroom time and provides useful information. MAP tests provide highly accurate results that can be used to identify the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over time, make data-driven decisions at the classroom, school, and district levels and place new students into appropriate instructional programs.

The Science Unit Benchmark Assessments are taken from the McGraw Hill Glencoe South Carolina Mastering the PACT booklet and are identified as being correlated with South Carolina Standards.